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AUTHOR Abidi, S. A. H.; Moeller, Ties
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ABSTRACT

In 1978 a team of three people was formed to survey the existing library training facilities in East Africa and to suggest possibilities as to how the elements of information science could be introduced either into existing programs or into special courses organized for the purpose. The team submitted its report to a joint meeting of the Coordinating Centre for Regional Information Training and the Council for Library Training in East Africa in 1979, and in 1980 a meeting of experts from the region was convened to discuss the report and to recommend appropriate action. This report on the experts' meeting comprises: (1) an introduction; (2) information on the organization of the meeting; (3) an explanation of the proceedings; (4) the resolutions and recommendations formulated by the participants; (5) a list of participants; and (6) a daily program schedule. The appendices, which make up the larger part of the report, contain four position papers and country reports presented at the meeting: "Library Training in Ethiopia--Past and Present" (Tesfaye Aldiga); "Library and Archives Assistants Training Programme at Kenya Polytechnic, Nairobi" (S. K. Ng'ang'a); "Position Paper on Tanzania"; and "Country Report: Zambia (University of Zambia)." (THC)

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Telegrams: "UJUZI" Nairobi.

P.O. Box 47288, Nairobi, Kenya
Telephone: 22976, Nairobi.

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EXPERT - MEETING

INTRODUCTION OF INFORMATION SCIENCE INTO LIBRARY TRAINING IN EASTERN AFRICA

26th to 29th February, 1980
Dar es Salaam - Tanzania

REPORT

Seminar organized by
CRIT
in co-operation with
Tanzania Library Service, Dar es Salaam
and
East African School of Librarianship, Makerere Univ.

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Prepared by
Mr. S.A.H. Abidi
and
Dr. Ties Mosller

IR 025220

C R I T

COORDINATING CENTRE FOR REGIONAL INFORMATION TRAINING

Expert - Meeting

INTRODUCTION OF INFORMATION SCIENCE

INTO

LIBRARY TRAINING IN EASTERN AFRICA

26th to 29th February, 1980

Dar es Salaam - Tanzania

R E P O R T

CRIT, Nairobi 1980

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I Introduction

The Council for Library Training in East Africa proposed to the Coordinating Centre for Regional Information Training in 1976 that a survey of the existing library training facilities should be conducted and possibilities be procured as to how the elements of Information Science could be introduced either into existing programmes or into some adhoc special courses organised for the purpose. In 1978 a team consisting of the following three persons was entrusted the responsibility of the study.

1. Mr. S.A.H. Abidi,
   Director, East African School of Librarianship,
   Makerere University, Kampala (Uganda)

2. Mr. Thomas Seeger,
   Institute of Mass Communication and
   Documentation Science,
   Free University,
   Berlin

3. Prof. Dr. Gernot Wersig,
   Chairman,
   FID Education and Training Committee.

The report of the study was submitted by the team in late 1978. In March 1979, this was presented to the joint meeting of the Coordinating Centre for Regional Information Training and the Council for Library Training in East Africa. The joint meeting asked the CLTEA to organise on behalf of the CRIT who was to be responsible for financial obligations, a meeting of experts from the region to discuss the report and recommend appropriate action.

II Organisation of the Meeting

Preliminaries were organised by the author of this report as Secretary, Council for Library Training in East Africa, on behalf of the Coordinating Centre for Regional Information Training. Letters of invitation were sent to a number of experts from the Eastern African Region. The response was encouraging and the meeting was attended by the participants from Kenya, Uganda, Tanzania, Zambia, Ethiopia and

Lesotho. A list of participants is enclosed as Annexture to the report. Meetings were held in the Board room of the Tanzania Library Services. Mr. Kaungamno and Mr. Mugasha were selected Chairman and Reporter respectively. The overall facilities for the participants were looked after by Dr. Ties Moeller, DSE Coordinator at the CRIT and Miss Rosemary Murrells, KNAAAS/CRIT Secretary.

III Proceedings

Position papers from Kenya, Zambia, Ethiopia and Tanzania were received. It gave up-to-date knowledge of library training situation in the countries.

The ABIDI/SEEGER/WERSIG Study on "Introduction of Information Science Elements into Library Training Schemes in Eastern Africa" was put to deliberation. Every part of the report was looked into carefully and the participants discussed in detail the implications of the proposed plan. The scheme which included the following broad areas of Information Science was accepted as an important guiding start.

a) Basic concepts and aspects of Information Science
b) Methodology and Information work
c) Documentary languages and Information linguistics
d) Information Technology
e) Sociology and Psychology of Information
f) Politics and Law of Information
g) Economics of Information
h) Analysis and Design of Information systems

The break-down of these areas and coverage of the units of knowledge behind these topics is given in detail in the ABIDI/WERSIG Study which was the working document of the deliberations. It was also noted that the host institution will, at the time of introducing Information Science Elements to its curriculum, x-ray the suggested scheme and happily adjust those areas which are not already being covered in the other subjects. The detailed analysis of the syllabi of selected institutions is already given in the study in question.

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A number of questions were raised about the degree of relevance in respect of certain topics but the matter was reserved in view of the present and future needs of the training institutions and those of the information field. The discussion was lively all through as a result of which a number of resolutions and recommendations emerged which were finalised in the last session of the meeting.

IV Resolutions and Recommendations

1. The Meeting appreciates the work of the authors of the study and the interest and support of the CRIT in collaboration with the German Foundation for International Development.
2. The Meeting agrees that the countries of the Eastern African region need information workers and information scientists both for the information institutions in existence and those to be set up in near future.
3. The Meeting accepts the report as a guideline for development of information training in Eastern Africa.
4. The Meeting is of the opinion that the proposed information science element be integrated into the existing programmes of the library and information training centres of the Eastern African region, until the situation demands a review in future.
5. The meeting recommends the following plan of action in preparation to the introduction of information science elements at the existing programmes in Eastern Africa.
   a) Survey of the existing teaching material locally available to the training centres and preparation of the necessary teaching material lists for the training centres.
   b) Provision of the teaching material to the training centres through a Teaching Material aid programme
   c) Survey of the existing teaching aids and equipment at the training centres as well as their parent organisations and the establishment of requirements.

d) Survey of short term and long term manpower requirements to be conducted to guide and enable the training centres plan their intake.

e) As an immediate measure the training of the information science trainers from the Eastern African Training Centres to be organised in the region itself by experts, through short courses and workshops, followed by a study tour abroad.

f) The training proposed under (e) to be supplemented by a workshop on teaching methods in information science.

g) As a long term measure the training of information science teachers from the region to be organised in the information institution abroad.

6. The meeting takes serious note of the shortage of teaching material relevant to the information science needs of the region and agrees that there is a need for preparation of text books and other teaching material in the region itself, which would alleviate the information problems of Eastern Africa. The meeting finds a solution of the problem in the establishment of a "Teaching material fund" which should be used for financing the teaching material production projects.

7. The meeting takes note of the problem of availability of teaching aids and equipment and finds a solution to their problem in establishment of "Teaching Aids and Equipment Fund" which should be used for providing aids and equipment required for teaching of information science by the training institutions.

8. The meeting submits a request to the German Foundation for International Development to consider extending its assistance to the Region in implementation of the plan of action recommended under item No.5 (a-f).

9. The meeting requests the German Foundation for International Development to use its contacts and influence on behalf of the Eastern African Information Training institutions, to involve any other interested aid agencies including Unesco, British Council, IDRC etc. in implementation of recommendations under item 5(g), 6 & 7.

10. The meeting appreciates the contribution of the German Foundation for International Development, and Kenya National Academy through CRIT in the development of information training in Eastern Africa. The meeting further strongly requests the German Foundation to continue its existing interest in Eastern African information training and development programmes.

Conclusion

A vote of thanks was passed to the "German Foundation for International Development" and the "Kenya National Academy for Advancement of Arts and Sciences" for financial and other support to the meeting and appreciation to the Tanzania Library Services for being the host for the meeting.

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V PARTICIPANTS

1. Mr. Tesfaye Aldiga
Head, Library Science Dept.
University of Addis Ababa
P.O. Box 1176
Addis Ababa, Ethiopia

2. Mr. James Ng'ang'a
Librarian
Kenyatta University College
P.O. Box 43844
Nairobi, Kenya

3. Mr. Stanley Ng'ang'a
Coordinator of Library
and Archives Training
Kenya Polytechnic
P.O. Box 52428
Nairobi, Kenya

4. Mr. Joseph Nyamulu
Senior Library Assistant
Treasurer, KLA
E.A.M.T.
P.O. Box 30259
Nairobi, Kenya

5. Mr. John Ndegwa
University Librarian
University of Nairobi
P.O. Box 30197
Nairobi, Kenya

6. Mrs. Ellen Makatse
Assistant Librarian
National University of Lesotho
P.O. Roma, Maseru, Lesotho

7. Mr. Ezekiel Kaungamno
Director, Library Service
Tanzania Library Service
P.O. Box 9283
Dar es Salaam, Tanzania

8. Mrs. O. Mascarenhas
Senior Librarian
University of Dar
P.O. Box 35091
Dar es Salaam, Tanzania

9. Mr. Felix Tawete
Library Coordinator
Min. of National Education
P.O. Box 9121
Dar es Salaam, Tanzania

10. Mr. P. Mwaimu
Librarian
University of Dar es Salaam
P.O. Box 35092
Dar es Salaam, Tanzania

11. Mr. J. Newa
i/c Serials, Gifts & Exchange
Dar es Salaam University Library
P.O. Box 35092
Dar es Salaam, Tanzania

12. Mr. Kingo Mchombu
Training Officer
Tanzania Library Service
P.O. Box 9283
Dar es Salaam, Tanzania

13. Mr. Syed Abidi
Director
E.A. School of Librarianship
Makerere University College
P.O. Box 7062, Kampala, Uganda

14. Mr. Phenny Birungi
Director, Library Service
Public Libraries Board
P.O. Box 4262, Kampala, Uganda

15. Mr. James Mugasha
Ag. & Deputy University Librarian
Makerere University College
P.O. Box 7062
Kampala, Uganda

16. Mr. Nyambe Namushi
Head Librarian
Mindolo Ecumenical Foundation
P.O. Box 1493
Kitwe, Zambia

STAFF

Dr. Ties Moeller
DSE/CRIT Programme Coordinator
P.O. Box 47288
Nairobi, Kenya

Miss R. Murrells
KNAAAS/CRIT Secretary
P.O. Box 47288
Nairobi, Kenya

VI PROGRAMME

Monday, 25th February
Afternoon

- Arrival of participants at Dar es Salaam Airport;
  Accommodation at Bahari Beach Hotel

Tuesday, 26th February

10.00 - 12.00

- Opening Session
  - selection of chairman and rapporteur
  - structure and contents of the Abidi/Seeger/Wersig - Study (by Mr. S.A.H. Abidi)

14.30 - 17.30

- Panel discussion of the Abidi/Seeger/Wersig Study

Wednesday, 27th February

09.00 - 12.30

Presentation and discussion of Position Papers and Country Reports "Recent developments in Library Training in Eastern and Southern Africa".

1. Ethiopia - report by Mr. Tesfaye Aldiga
2. Lesotho - (with remarks on Botswana and Swaziland) - verbally by Mrs. Ellen Makatse
3. Kenya
   - a) Kenya Polytechnic - report by Mr. S.K. Ng'ang'a
   - b) Kenyatta University College report by Mr. J.M. Ng'ang'a
   - c) Kenya Library Association remarks on KLA-recommendations verbally by Mr. J. Nyamulu
4. Tanzania
   - a) Tanzania Library Service - report by Mr. K. Mchombu
   - b) University of Dar es Salaam verbally by Mr. P. Mwaimu

5. Uganda - Uganda Public Libraries Board - verbally by Mr. P. Birungi

6. Zambia - a) University of Zambia, Lusaka report by Mr. J.A. Rigg, presented by Mr. S.A.H. Abidi

b) Mindolo Ecumenical Foundation report by Mr. N. Namushi

14.30 - 18.00 Panel discussion to formulate and draft recommendations

Thursday, 28th February

09.00 - 11.00 Visit to University Library, Dar es Salaam

Afternoon Free for visits to
- National Scientific Research Council
- Ministry of National Education, Library Coordinator
- Government Printer, etc.

Friday, 29th February

09.00 - 09.30 Final discussion and approval of Resolution and Recommendations

09.30 - 12.30 28th Meeting of CLTEA - Council for Library Training in Eastern Africa

14.00 - 18.00 Continuing 28th Meeting of CLTEA

A Appendix

Library Training in Ethiopia - Past and Present

(by Tesfaye Aldiga, Addis Ababa University, Library Science Dept.)

Introduction

Formal Western-oriented educational system had been introduced to Ethiopia from West European Countries and the United States of America. Modern education in the true sense of the word was established some forty years ago. Nevertheless, very little or no effort was made to adapt to or meet local need and interest. Moreover, the external examination system, originated in Britain, determined to a large extent the nature and content of education system in that country. The Ethiopian educators, those who were engaged in teaching and those who were in administration represented different systems of thinking since they were educated in different countries around the world. Although many Ethiopians were educated abroad, they never took the pain to eradicate illiteracy which dominated the entire nation. Socialist Ethiopia is today taking drastic steps to eradicate illiteracy once and for all. Such a move has shown positive results and it is believed that illiteracy will be eliminated from Ethiopia within a short time. For literate groups, reading rooms are being established in cities and rural areas.

Historical Development of Library Training in Ethiopia

Likewise, the Ethiopian churches and monasteries had played significant roles in preserving and disseminating large number of manuscripts. The written scripts and manuscripts were not systematically organized because of lack of trained manpower in the field. But, two French travellers in the eighteen forties have described meeting a librarian and their visit to the organized manuscript collection in the city of Aksum.

The modern concept of library training in Ethiopia is a development of post war era. Library training for the school librarians was initiated by the Ministry of Education in 1956. These courses which were designed to train school librarians were of a short duration. Some of them lasted for two weeks.

The responsibility to train librarians did not stay long in the hands of the Ministry of Education. In 1956 the National Library took it over and launched a series of summer vacation courses. These series of summer vacation courses were held every year.

From 1963 onward the need to have formal library training became greater than ever before. Library science courses were held at the then University College of Addis Ababa under the auspices of the Extension Department. This shows that there was a demand for diploma holders and that the diploma programme was recognized by the University and other institutions.

In 1964, the nature of the diploma programme changed to a one-month full time intensive training programme for beginners. Such intensive training courses were designed to equip library assistants in schools and other libraries with routine library skills.

The large scale expansion of Secondary Education in Ethiopia created the need for teacher - librarians to organize the school libraries in Ethiopia. Moreover, the increased activities in government, semi-government, private, international organizations and the University Library System created the need for trained librarians. Formal library training in Ethiopia was organized to fulfil these urgent needs. Such need led to the establishment of the Library Science Department in the Faculty of Education in February 1966.

After the Department of Library Science was established as a full fledged Department, two different programmes were launched simultaneously. The first programme was "Minor in Library Science". This programme was offered to secondary education degree students who majored in academic subjects. It consisted of studies covering twenty five credit hours. The students started their training from the first semester of their second year. Every year twenty students were admitted to minor in Library Science.

The second course was an undergraduate diploma course, which was designed to train junior librarians. This diploma programme consisted of thirty two credit hours work. Originally this course was offered both as a full time day-course as well as an extension course in the evenings.

So far, 97 have graduated from diploma programme, and 120 from the minor programme. A survey of our graduates was conducted to know the number of our graduates who are engaged in the field for which they were trained. The study revealed that 95% of our diploma graduates were engaged in library services, whereas, the entire graduates from minor programme were not engaged in any library service at all. This was so, because, the graduates from the minor programme carried heavy teaching load in their major areas, and it was impossible for them to devote their time to library service. It was after this survey that the Department of Library Science began to question whether to continue with the old programmes or introduce a new one. It was decided to introduce a new programme. After the aforementioned two programmes phased out, the new diploma programme phased in.

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Diploma in Library Science

The new programme which was launched in September 1978 is a two-year regular and extension diploma programme. It consists of studies covering fifty-eight credit hours. The admission requirement to this programme for both regular and extension classes is similar to other diploma entrance requirements. In 1979/80 academic year students of high academic calibre were recruited to pursue the regular diploma programme than ever before.

Governance and Financial Support

In September 1978 the Dean's Council of the Addis Ababa University decided that the Department of Library Science was to operate under the Addis Ababa University Libraries. Such decision was accepted with reservation because of the fear that lumping service-giving unit with a training institution can impair the development of library science programme in the future. This, however, was found to be a blessing in disguise. Infact, it was after the Department of Library Science began to operate under the University Libraries that solution to shortage of teaching staff was found. It gave an opportunity to professional librarians who are working in the University Libraries to participate in the training programme than ever before.

Library Science Programme has its own Academic Commission for decisions pertaining to students' academic problems, entrance requirements and training programmes.

The Department of Library Science operates with a budget alloted to it by the University for various functions. Although the previous budget was not an independent one, for the 1980/81 academic year a separate request was made and it was approved in principle. The separate budget requested for 1980/81 academic year includes salaries for three more full-time teaching starr.

Training Programme and Curriculum

The Diploma Programme in Library and Information Science at the Addis Ababa University is expected to meet the following objectives:

1. To produce qualified and competent librarians who can select, collect and organize printed and nonprint media.
2. To produce librarians with the necessary skills and with socialist background who could provide the public with the appropriate books and information for mass education and the building of socialist ideology.
3. To produce qualified librarians who are greatly needed in school, academic, public and special libraries.
4. To produce librarians at the middle level, to meet the needs of pedagogical centres and resource centres created by people's organizations.
5. To help working librarians by providing appropriate techniques and methods so that they would be able to give more efficient and effective service to the library users in their respective institutions.
6. To produce librarians who can work towards the enrichment of the new school curriculum.

The emphasis at the Addis Ababa University is an education rather than training for those who will join the library profession. Students are expected to take selected subjects outside of their field of concentration. Socialist Ethiopia believes to produce well rounded librarians who know their duties and responsibilities and at the same time work with people smoothly. The general courses designed are believed to provide broader knowledge and will prepare the librarians for better responsibilities.

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Library Science Diploma Course

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The following programmes are available at the Addis Ababa University. The new diploma programme in library science is designed to produce competent librarians who can plan, organize and make accessible the resources of the library to the library users easily and independently. Candidates to this programme are required to have three C's in the Ethiopian School Leaving Certificate Examiniation. It is a must for the applicant to have a "C" grade in English in the Ethiopian School Leaving Certificate Examination. Those who join this programme are required to have fifty eight credit hours before they qualify for graduation. The course lasts for two academic years and consists of the following:

First Year

Term I

Course Title	Course No.	Credit
Instructional Media	Educ. 203	2
English	Eng. 101A	3
Introduction to Marxian Thought and Practice	Phil 101	3
Introduction to Geography of Ethiopia	Geog. 101	3
Introduction to Library & Inf. Science	LIS 101	3
		14

Term 2

Classification I	LIS 112	3
English	Eng. 101B	3
Introduction to Marxian Thought and Practice	Phil. 102	3
Introduction to the History of Ethiopia	Hist. 102	3
Resource Media & Their Acquisition	LIS 122	3
		15

Term 3

Classification II	LIS 113	3
Cataloguing I	LIS 133	3
General Psychology	Psych. 103	3
*Library Practice I	LIS 143	3
Reference Service & Reading Guidance	LIS 123	3
		15

* A total of 6 credit hours of library practice is required during the two academic years. It was found essential that the student work for two hours for each credit hour in order to make the experience more meaningful.

Second Year

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Term I

Course Title	Course No.	Credit
Bibliography	LIS 221	3
Cataloguing II	LIS 231	3
Introduction to Ethiopian Literature	LIS 251	2
*Library Practice II	LIS 251	3
Media Center Administration	LIS 201	3
		14

Teaching Methods

The usual method of teaching at the Addis Ababa University is the lecture method supplemented by practice to master the subject. Visits to centers and institutions which have relevance to the subject covered in lectures are arranged by each lecturer. Guest speakers are invited to lecture classes to broaden the student's horizon on the subject. Students also are assigned to various institutions to acquaint themselves with the existing problems in different libraries outside of the University Library System.

Assessment of Candidates

The suitability of each applicant is reviewed by Higher Education Commission Admissions Board. Each student's academic record is examined and those who meet the University entrance requirement are allowed to pursue Library Science Diploma Programme.

While they are in the programme methods of assessing student achievement are through written tests, term papers and projects.

Dismissal for academic reasons, warning and probation are decided by the Library Science Academic Commission.

* A total of 6 credit hours of library practice is required during the two academic years. It was found essential that the student work for two hours for each credit hour in order to make the experience more meaningful.

Staffing

Because of the budgetary problems, the Department of Library Science did not succeed to have more full-time teaching staff. Prior to the introduction of the new programme, eighty percent of the teaching and departmental administrative responsibilities were carried out by one full-time teaching staff. When the Department of Library Science began to operate under the Addis Ababa University Libraries many part-time teaching staff from the University Libraries started to participate in teaching. Such a measure has minimized to a degree the problem of teaching staff. Better programmes and effective teaching becomes a reality only when there are more experienced and competent full-time teaching staff. In short, part-time teaching staff cannot be a substitute for full-time teaching staff. At present all instructors in the Department of Library Science are Ethiopians. The number of full-time and part-time instructors and their qualifications are as follows:

Full-Time	Part-Time	QUALIFICATIONS	
		Ph.D	M.L.S.
-	6	1	5
1	-	-	1

Library Facilities and Other Physical Resources

There is a reasonable collection of books on library science at Addis Ababa University.

Instructional classrooms are shared with other instructors. But, subjects which require more library materials are offered in the University Library.

The need for a laboratory library is felt than ever before, it is expected that such facility will be provided soon.

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Research Activities

The entire time of the full-time teaching staff is devoted to teaching and administrative responsibilities of the Department. Because of this, it was impossible to produce substantial research work in the area of library training. But, such activity is planned for the future.

Academic Recognition

The diploma in Library Science from Addis Ababa University is recognized in all parts of Ethiopia. Graduates from the programme enjoy the same rights and privilledges as other diploma graduates from other units of the University.

Placement of Trained Candidates

National Revolutionary Council Central Planning in cooperation with the Central Personnel places all graduates according to their speciality in different governmental and non-governmental organizations. Each institution sends its manpower need to the National Revolution Council Central Planning for new employees. The placement of graduates has therefore been centralized.

Future Plans

There is a shortage of instructors in library science, and the shortage of professional librarians in government organizations has become great. Professional librarians who can plan and organize libraries for the Ministries of Education and Culture are needed. Many vacancies exist for librarians in the University Library System and elsewhere. Trained manpower at professional level necessitates

the launching of a Master's Programme in Library Science. If a budget for three full-time teaching staff is approved, Graduate Studies in Library Science could be launched in the near future. The writing of Course descriptions for between 30-36 credit hours for a graduate programm is already in progress. Such a programme requires more facilities and appropriate library collection.

The Addis Ababa University has a Systems Design & Data Processing Centre. Basic computer science courses have already began to be offered. The Systems Design & Data Processing Centre is expected to acquire new computers soon.

The Department of Library Science is planning to utilize this facility for information science courses for graduate programmes in Library Science. It is believed that proper organization, storage and retrieval of information calls for the introduction of information science elements into library training schemes.

References:

1.- Diploma Programme in Library Science. Department of Library & Information Science, Addis Ababa University Libraries, 1978/79.

2.- Mazza Bekele. "Ethiopian Education: Challenge of the 70's." Educational Leadership, XXV (March, 1968), 511-517

3.- Pankhurst, Rita- "Libraries in Ethiopia". Encyclopedia of Library & Information Science. Vol. I. VIII.

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B Appendix

Library and Archives Assistants Training Programme at Kenya Polytechnic, Nairobi

(by S.K. Ng'ang'a)

I Background Information

In 1965 a Certificate course in Librarianship was inaugurated at Makerere University in Kampala, Uganda. For several years after, Kenyan students attended and completed this course. The Ugandan Government, however, because of several reasons limited the number of "outsiders" taken on the course and fewer Kenyans were accepted. Tanzania also mounted a Certificate course in 1974 to cater strictly for the needs of Tanzania's Library Services. Thus despite John Dean's recommendations and conclusions in his report on a regional Library Science program for East Africa, each country has pursued its own individual route to fulfilling requirements for training Manpower in the Library field.

In 1974, UNESCO and the Kenya Government worked out a plan whereby a six months course for Library Assistants, already employed in "well organized" Libraries, would be given at the Kenya Polytechnic. In the following year funds were received for a course of longer duration (seven months) and the final allocation of monies from N.O.R.A.D. through UNESCO was given for a nine months course in 1976. This was to become the last UNESCO Library Assistants Course at Kenya Polytechnic and it concluded in February 1977.

The years following the termination of the UNESCO Library Education programme at Kenya Polytechnic provided a blessing in disguise for the development of Library Education in Kenya. The then, deteriorating relationship between the former E.A. Community partners, obviously made educational exchange programmes increasingly difficult. Thus, faced with a rapidly growing backlog of untrained library assistants, with no facilities to train them, the Kenyan Librarians, for once, came to grips with the urgency and challenge of mounting a Kenyan Library Assistants training programme. Consequently,

a high powered Standing Committee was set up to study and make recommendations for permanent establishment of a Library and Archives Assistants training programme.

At a meeting held on 18th January 1978, and attended by Senior Librarians and Ministry of Education officials, it was agreed that the courses should begin as soon as possible preferably in May 1978 and Kenya Polytechnic was requested to make provision for future library and archives assistants courses. A sum of Kf15,000 was allocated by the Government to cover all initial costs. It was however, not until May 1979, that our first Library and Archives Assistants course got off the ground.

II Library Assistants Certificate Course

A. Objectives

(i) To provide an education and training programme leading to recognized qualification as a Library Assistant/ Archive Assistant.

(ii) To inculcate standards of knowledge as well as skills in the subjects for the satisfactory fulfilment of the duties of Library Assistant/Archives Assistant.

(iii) To provide a satisfactory platform for any subsequent updating or upgrading that are or will become available, including those leading to a professional qualification.

B. Entry qualification

Possession of at least 5 Credits including English Language in E.A.C.E. or equivalent. (A credit in History is an added advantage for those wishing to take Archives Assistants Course). Preference is given to candidates with at least two years of experience in a Library/Archival institution.

C. Attendance Pattern

The courses extend over three academic terms each of 13 weeks duration Compulsory attendance is from 8.00 a.m. to 12.30 p.m. and from 2.00 p.m. to 5.00 p.m. five days a week.

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D. Fieldwork

Students are attached to well organized Libraries/National Archives for supervised and assessed four weeks practical experience during their second term of the course.

E. Courses Requirements

The Polytechnic reserves the right to require the withdrawal of students who fail to satisfy requirements for attendance and course work as these are an integral part of the qualifying process.

F. Sponsorship

During the initial years of the course, the intake will have to be restricted to employer sponsorship. This is intended to phase out the large number of Library Assistants awaiting training in various Public, Academic and Government Libraries.

G. Teaching Methods

Lectures for most of the morning sessions, with afternoons set aside for practicals. Ample time is alloted in time-table for students to complete their assignment or do private study in the Library. A lot of emphasis is placed on the practical aspect of the professions to enable participants become more proficient in the performance of their duties. Visits are organized from time to time well-organized Libraries in the Nairobi area, as well as inviting resource persons to give lectures on various aspects of the professions.

Seminars/Tutorial groups - are held weekly as follow up to mass lectures in class.

Group Projects: for the last one year, the students have been involved in various group projects which are supervised and assessed by their tutors i.e. in the new Polytechnic Library building, re-organizing the Polytechnic Archives etc. etc.

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H. Examination

(i) Students must sit and certify the examiners in all subject areas taught.

(ii) 40% of the total marks will be gained from course work assessment. More emphasize being placed on Practical work.

(iii) All examinations are internally set but moderated by external examiners.

(iv) All examination results will be discussed by the Kenya Polytechnic Examinations Committee, hence, all case of referral, supplementary examination or failure will be decided upon by that Committee, subject to the Principal's discretion.

(v) All examination results will not be made public until they have been accredited by both the external examiners and the Examination Committee and ratified by the Academic Board of the Kenya Polytechnic.

I. Certification

Successful candidates are awarded a Kenya Polytechnic Certificate in either of the following categories: Distinction, Credit, Pass.

J. Library Facilities/Other Resources

Being developed in the new Polytechnic Library is a special collection of Library/Archives and information Science Teaching/Learning materials. Within a short time we have been able to accumulate more than 200 basic texts and manuals on the above teaching areas.

Materials, previously used by UNESCO Courses have also provided an adequate basic and suitable Library of materials for instruction.

Co-operation from various Nairobi Libraries, has placed at our disposal additional teaching/reference materials.

The Kenya Polytechnics' Teaching Aids Centre, centrally located in the campus is accessible to all teachers for their lesson planning and preparation.

K. Staffing

In 1980 the approved establishment of teaching staff is as follows:

1 Senior Lecturer, 4 Lecturers

However, the staffing position, as at end of January 1980 stood as follows:-

Name	Designation	Qualification
S.K. Ng'ang'a	Ag. Course Co-ordinator Senior Lecturer	B.Ed.(Hons.)NRB Dip.Lib. (Wales)
M.M. Gachie	Lecturer	B.A. (Nairobi) Cert.Arch. (London)
P. Sardana (Miss)	Asst. Lecturer	B.Lib. Sc. M.L.I. Sc. (New Delhi)
D.C. Overton	T.C.O./Lecturer	F.L.A. (U.K.) M.A. (African Bibliography (London)
B. Madara (Miss)	Lecturer (Study Leave)	Dip. Lib. (Makerere)
PART TIME LECTURERS		
W.G. Kinyanjui	Lecturer	B.ED (Nairobi) Dip. Lib. (Wales)
M. Musembi	Lecturer	B.Ed. Nairobi Dip. Arch. (Ghana)
C. Wekesa	Lecturer	B.Ed. (Nairobi) Dip. Lib. (Makerere)
M. Muriuki (Mrs.)	Lecturer	Dip.Lib. (London) B.A. (Indiana) A.L.A.

III Future Plans

The courses offered at Kenya Polytechnic are determined to a large extent by the demands of public and Private Sectors for particular technical knowledge and skills: Consequently, if the demand for higher level Library/Archives/Information training courses can be justified, considering at the same time the ability of our resources to accommodate more inputs, the Polytechnic will do her best to ensure the success of such courses.

At the moment, although a thought has been given to mounting the two year Diploma course, no concrete proposals have been drawn up yet. Similarly, a request by the Ministry of Higher Education (Teacher Education Section) to mount a course for Library Assistants who will work in the newly created Resource Centres in Teacher Training Colleges is under discussion, and it is too early to predict the outcome.

It is our hope, however, that with continued co-operation from Kenya Library Association and from practising Librarians, we shall be able to forge ahead with the noble task of training information workers - who are an essential asset in the socio-economic development of our country.

References:

1. Kenya Polytechnic Handbook

2. John Dean: A Regional Library Science Programme for Eastern Africa. A report prepared for the Standing Conference of African University Librarians (Eastern Africa), Perth 1974.

3. Elinor Sinnette: Initial submission to the Planning Committee. Kenya Polytechnic, November 17th 1976

4. Minutes. Meeting of the Standing Committee for the Library Assistants Course, 1977.

C Appendix

Position Paper on Tanzania for "Meeting of experts on Introduction of Information Science Elements in Library Training Schemes in Eastern Africa". Dar es Salaam, Tanzania; 26th to 29th February, 1980

I.1. HISTORICAL BACKGROUND

On 14th May, 1971 the Director of Tanzania Library Services submitted a memorandum on the establishment of a National Certificate Course in Library Studies for Library Assistants in Tanzania to the government in which he argued for the establishment of a certificate course as an initial step towards self-reliance in manpower training for the countrys' libraries, information centres and related institutions. Prior to this there was no institution in the country conducting courses in Librarianship at any level.

The government of Tanzania responded very favourably and commissioned the Director to ascertain the actual quantitative long term potential demand for Library Technicians in the country. In the subsequent survey it was established that the initiation of such a programme was justified and for the next five years - 1971 - 1976 about 400 technicians would be required to man libraries and information centres in Educational Institutions, Industries, Parastatals, Ministries and other Institutions.

The first group of would-be technicians was enrolled at Chang'ombe College of National Education at Dar es Salaam in July, 1972. After three years the programme was transferred to the National Central Library. This move whose basic objective was to strengthen the program was necessitated by the broadening of the Boards powers under the newly passed Tanzania Library Services Board Act, 1975. This Act provided the legal framework under which the Board could award Act provided the legal framework under which the Board could award certificates and Diplomas. It was found necessary, therefore, to take concrete measures to strengthen and broaden the technicians programme as pre-requisite for which the course was moved to the National Central Library since July, 1975.

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I.2. Financially the Technicians programme, which together with other training activities compose the Training Department of Tanzania Library Service, is dependent upon the parent instituion Tanzania Library Services. The budgeting procedures are similar to those of other departments within Tanzania Library Services it is an annual exercise for recurrent expenditure; and periodically and on the basis of need for capital expenditure. Tanzania Library Services, in turn, receives her funds from the Ministry of National Aducation.

A considerable percentage of the costs involved in running the technicians programme is defrayed from the fees that are paid by organisations which have sponsored students.

II.1. At the moment the basic programme is at a technician level. The overall objective of the programme is to train the participants in the mechanics of Library/Information Centre operation and equip with sufficient theoretical knowledge to undertake the implementation of various plans and procedural decisions in information services within our country. Featured prominently here are such areas as selection of materials, ordering, classification and cataloguing, reader services. The whole programme takes an average of 1280 hours.

II.2. The Curriculum for the NLACC is designed to produce manpower which will satisfy a recognised social need in our country. It attempts to introduce the participants to all aspects of Librarianship and at the same time provide an allowance for future self-development. The curriculum is hence deliberately pitched at a level which is higher than similar programmes in most other countries. The need to peg the standards of our technician programme to our nation needs rather than some assumed universal levels has been dictated by the responsible roles that the graduating technicians have to play in our society in the absence of other institutions offering more sophisticated education in this field.

II.3. THE CURRICULUM

A. Introduction to Librarianship

The Concept, nature and purpose of Librarianship.
The Library development in Tanzania, including activities of EALB, before Hockey Report, Library Legislation and developments since 1963.
Library development in Kenya and Uganda.
Library Associations - aims, activities etc. (T.L.A. COMLA, LL.A IFLA) &
Types of Libraries:

a) National Libraries (Features, aims, services, scope, finance, control)
b) Public Libraries. (features, aims, services scope, finance, control)
c) Academic Libraries (features, aims, services, scope, finance control (Schools, Colleges, Universities)
d) Special Libraries (features, aims, services, scope, finance, control)

Library Cooperation (reasons, conditions levels, ways and obstacles)
Library Materials (Acquisition and Technical processing for use)
Library statistics (collection, insterpretation and use, analysis)
Staffing of Libraries (recruitment, training, development, employment)
Library standards (uses, types, the hows and whys, weaknesses etc.)

Example of standards for school libr. Public Lib. special lib., etc.

Library Promotion and Displays

Periodicals and Journals
(Selection, organisation, importance of books)

Documentation Services
(features, objectives, Techniques and services, use of machines)

Report Preparation (importance, Frequency, contents, layout)

Project Work.

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B. The Library and Society

Libraries and cultural institution. Their role in the furtherrance of learning, adult education and literacy promotion. Aims of adult education programmes in rural and urban areas. Coordination of work of librarians and adult education organizers. Education as life-long process. Bolstering the use of books and libraries and the psychology of adult learning. A study of the factors which encourage or discourage reading. Library services to special groups of people such as new literates, patients, aged people, children, armed forces and the rural population, incorporating a historical survey of the development of mobile library service in mainland Tanzania.

C. The make-up of a library

The three main components of a library namely:

1. Staff (including qualities, recruitment, training and development; delegation of responsibility etc.)
2. a) principles of bookselection, criteria for judging books Fiction and Non-Fiction, Bookselection policy. A study of all bookselection aids.
   b) books (ordering of books and other material and recording their receipt).
   c) the processes through which a book passes from receipt to shelves; the treatment of special material pamphlets, maps illustrations, press cuttings, trade catalogues, films, sound recordings, microcopies, slides etc.
3. Library Users.

D. Government and control of Libraries

Governing bodies, control and finance of libraries, the government attitude to libraries.

E. Organization of a library

Organization of a Centralized library services. Library Department; Lending, Reference, Childrens, Local Collections, Commercial and Technical Departments; Subject departmentalization etc.

F. Reader Service, Organization and Methods

Reader-staff relations, advisory work, charging systems, overdues, renewals, reservations and suggestions, reader statistics, bookstock maintenance e.g. replacements, stocktaking, repair and binding.

G. Classification

(1) Introduction

Nature and purpose of classification and its relationship to classification in libraries. Principles and theory of library classification, including theory of faceted classification. Features of a library classification scheme - schedules, index, notation. General and special classification schemes.

(2) Dewey Decimal Classification

History and development. Examination of main features and each class in turn. Strengths and weaknesses.

(3) Practical classification

How to classify. Classification of examples of library material.

(4) Universal Decimal Classification

History and development. Examination of main features. Strength and weaknesses.

Library of Congress Classification

History and development. Examination of main features. Strength and weaknesses.

Cataloguing theory

Problems in cataloguing books and possible solutions in relation to the simplified code prepared for the course author/title and description. Subject cataloguing for classified and dictionary catalogue. Forms of catalogue. Layout and punctuation of entries. Problems in cataloguing periodicals, non-book materials e.g. films, slides, maps) and possible solutions, Swahili cataloguing.

Practical cataloguing

Preparation of catalogue entries.

Cataloguing Practice

Physical forms of catalogue. Filing. Analytical entries. Simplified cataloguing. Selective cataloguing. Centralized cataloguing. Cooperative and shared cataloguing, union catalogues. Process of cataloguing. Use of catalogues.

H. Bibliographical control reference work and book industry

(1) Bibliographical Control

Students are introduced to information explosion, its cause and effects, and the various efforts made towards its control. A lot of time, to be spent on practical familiarization and evaluation of different bibliographical tools. Towards the end of programme, students will be required to present subject bibliographies of their own choice which will account for 40% of the total final marks.

The subject bibliography can either be presented individually or cooperatively by small groups of less than four students.

(2) Reference Work

a. Explanation of the principals and practical activities of reference service.

b. Scope and use of reference sources. A study of a number of international reference sources. Students are expected to spend more time on studying reference source with African background.

(3) Book Industry

a. Printing and Binding: Basic terminology of parts of books, processes involved in printing, book-binding and repair of books.

b. Publishing: A general survey of the development of publishing in East Africa, particularly Tanzania. Effects of copyright and censorship on book industry. Types of publishers with particular emphasis on the role of government in promoting book industry. Indigenous publishing - problems and prospects.

I. Political Education

Lectures in Political Education are covering all issues of National Tanzanian Politics, mainly after independence (like Arusha-Declaration, Political leadership, Economy and Socialism, Defence).

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II.4. THE TEACHING/LEARNING METHODS

The teaching/learning methods in use are characterised by the following features:

a) Lectures - this is the dominant mode of Lecturer - student interaction. We use it to introduce a topic to the whole body of students and follow this up with assigned readings. To check and evaluate effectiveness, assignments and periodic tests are utilised.

b) Group-discussions-this is another mode of teaching/learning utilised whereby a small group of students concentrate on a specific topic and after researching on it report back to the whole class. Students select their own reader and rapporteuer.

c) Seminars - At the moment seminars are held towards the end of the theoretical part of the NLACC programme. The overall objective being to make participants aware of the range of problems that will face them after graduation and also the range of possible solutions. An additional objective is to familiarise students with seminar participation techniques for their future self-development.

d) Individual tuition - Essentially this is a remedial measures for show learners or students interested in pursuing an individual topic. It also, however, includes elements of guidance and councelling.

II.5. ASSESSMENT OF CANDIDATES is both on a continuous & final examination basis. Continuous assessment is based on course work, periodic assignments and tests. It makes up 40% of the final grading. The final examination makes up 60% of the final grading.

III.1. STAFF

At the moment lecturers fall into three broad categories.
Full time lecturers who are working in the Training Department of Tanzania Library Service. Part-time lecturers who are either employees of Tanzania Library Services or other Institutions visiting lecturers who are mainly prominent people from Institutions in and around Dar es Salaam.

Full-time Lecturers:-

1. HERITH A. Herith - Dip.Lib.
2. MASSAWE, J. - B.A. (hons) PG. Dip. Lib.
3. MCHOMBU, K.J. - B.A. (hons) PG Dip. Lib. M.A.

Part-time Lecturers:-

4. KARUMUNA, N. - B.A. M.L.S.
5. MWANDOLOMA, N. (Mrs. - Dip. Lib.
6. MWENEGOHA, H. - A.L.A. M.L.S.
7. PAYOWELA, - Dip. Printing

Visiting Lecturers:-

8. ILOMO, C.S. - B.Sc. A.L.A. M.L.S.
9. KAUNGAMNO, E. - B.A. M.L.S.
10. TAWETE, F. - Dip. Lib. B.E/B.L.S.

III.2. TEACHING MATERIALS

There is a small but growing basic collection of the major texts in librarianship and information work consisting of around 2,000 titles. Students are also provided with individual copies of Dewey Decimal Classification Scheme, ACCR, Filing rules and sears list of subject headings. A number of periodicals which concentrate upon information services in developing countries are also held, these include but are not limited to Libri, International Library Review, Unesco bulleting for Libraries, Someni, Maktaba etc.

The NLACC has access to the following equipment: film projectors, slide projectors, repord player, cassette recorder, overhead projector, photocopier and duplicating facilities.

IV.1. RESEARCH

Research activities have been minimal mainly as a result of the heavy staff work load. The little activity which has so far been done has been limited to evaluative studies aimed at judging programme effectiveness.

IV.1.1. RECOGNITION

The programme is nationally recognised and we have on occassion accepted applications from students in neighbouring countries. Its legal status is based on the certification powers granted to TLS Board by the 1975 Act mention of which has already been made.

Plans for the near future include the initiation of short courses and seminars at a higher level where forms for exchanging experiences can be provided. Also where professionals can discuss the applicability of recent theoretical concepts in our information environment.

IV.2. CANDIDATE PLACEMENT

Candidates who enrol for the programme are sponsored by their employers and are under contract. On graduation, they naturally report back to their employers to honour their contract.

D Appendix

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Country Report: Zambia (University of Zambia)

In addition to the information given by Shukla on the history of the Department of Library Studies at the University of Zambia and the present syllabus of the diploma and degree programmes, the following may be of interest:

1. Syllabus revision

Subject to ratification by the Academic Board (Senate), two minor modifications will take effect from the academic year 1980/81 as follows:

a) DLS 140 Life, literature and thought
DLS 150 World literature
These two courses to be discontinued

b) DLS 220 General bibliography and reference work
LS 413 General bibliography and reference work

These two courses to be taught in the first year of the diploma and in the third year of the degree, instead of simultaneously with subject bibliography in the final year of each, as at present.

c) LS 314 Specialist librarianship study
This course to be taught in the final year of the degree, filling the gap left by the removal of General bibliography and reference work (LS 413) to the third year.

Without prejudice to the above changes, the Department is at present considering an extensive revision of diploma and degree syllabi with a view to up-dating them, especially in introducing information theory and personnel management and in introducing other options in so far as staffing permits (e.g. school librarianship). Other likely changes will include the linking of University libraries with library of Congress Classification so that only a student specialising in University libraries will study L.C. in depth, in accordance with the Zambian situation, and the provision of African bibliography as an alternative to subject bibliography.

2. Research activities

Mwacalimba, H. "A design for library human resources development in Zambia" (Doctor of Library Science dissertation in progress, University of Berkeley, California, School of Library and Information Studies)

Rigg, J.A. "A manual of Library practice for Zambian secondary schools" (to be published by the Zambia Library Association as one of its Occasional Papers).

Rigg, J.A. "Secondary School libraries in Zambia; some statistics and comments" in Zambia Library Association Journal, vol. 11, No. 2, December 1979 pp 75-85.
(to be reprinted in the Zambian Educational Review, Dept. of Education, University of Zambia)

Rigg, J.A. & Bliss, A.M. (in progress)
"Zambia" (to be published by Clio Press as one in its World Bibliographical Series)

3. Academic recognition

Although the Department of Library Studies has the full status of an academic department, the University administration saw fit in 1978 to remove the parity in salary between Assistant Librarians and Lecturers, to the disadvantage of the former. This has now become a major factor militating against the use of senior University Library staff on a part-time basis in assisting in the Department's teaching.

4. Future plans

The following are seen as the main priorities:

a) To modernize the diploma and degree programmes

b) To ensure that there is an annual intake into the diploma programme.

c) To acquire limited audio-visual equipment for use in the cataloguing laboratory which is now being established.

d) To provide more options, depending upon the availability of staff

e) To re-examine the relationship between the diploma and degree and establish it on a more satisfactory basis. In particular the question of exemptions in the degree in Library Studies for diplomates who wish to take this degree is being considered afresh

f) To remove some of the restrictions which presently prevent students in Education and Business Administration from taking any Library Studies courses, as far as timetabling allows. Also there needs to be established a means whereby B.Sc. students who wish can take certain Library Studies course (e.g. information science) and count others (e.g. data processing) towards their information science component.

5. Placement of candidates

Diplomates go back to the libraries which sponsored them. However newly qualified graduates have very few job opportunities in posts offering anything like realistic salaries, if one excludes the University Library. The Zambia Library Association must tackle this problem urgently and persuade employers (especially in the public library service) of the necessity of employing more graduates profession will be destroyed, and possibly also the existence of the Department of Library Studies within the University.

6. Miscellaneous

a) Certificate course (P.T.C.)

This was formerly run by the University until 1975, and subsequently at the Mindolo Ecumenical Centre. There is no link-up between the Certificate and Diploma; previously, the acquisition of a "merit" in the Certificate led to acceptance for the Diploma. Entry to the Diploma is strictly on the basis of 'O' levels.

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The Certificate is taught for 6 months to entrants with either 3 'O' Levels (one of which must be English Language) and less than 3 years' practical experience or no 'O' Levels and 3 years' experience, backed by a recommendation from the employer which must vouch for the candidate's reasonable knowledge of English.

The syllabus for the Certificate seems too detailed in comparison with that for the Diploma (e.g. in classification by L.C. and U.D.C.) and the entry qualifications are too high for the man with 3 'O' Levels and too low for the man without any 'O' Levels. (N.B. This is a personal view).

b) Postgraduate courses

The School of Education, of which the Department of Library Studies is a part, envisages two types of Masters' programmes, M.A. (by examination) and M. Phil. (Research)

The Department has no immediate plans to introduce post-graduate courses, believing that the priorities outlined in 4(a), (b) and (d) should take precedence. There are also not enough staff at present to supervise post-graduate work. The Department believes that at present, graduates in Library Studies are better served by going abroad for the M.L.S. by examination, where they can observe the latest techniques, provided the choice of library schools is done with care. There is little potential for graduates with "subject" degrees to take postgraduate courses in Library Studies in Zambia, as salaries are not good enough to attract them to the profession. The M. Phil. offers good prospects in the sense that there is much research which can be done, but this degree should be additional to, and not a substitute for, the M.L.S. by examination. The staffing strength of the Department needs to grow before this can become feasible.